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News Summary

Articles on inside pages

The dramatic increase in the number of students majoring in electrical engineering and computer science is creating an academic imbalance at M.I.T., according to a faculty committee there. Story on Page 3.

Fallen women in the works of Shakespeare, Thomas Hardy, and other writers have become a popular subject of recent literary criticism. Story on Page 5.

The White House named the first recipients of the Presidential Young Investigators Award. List of winners on Page 8.

Colby College is disbanding its fraternities and sorororities at the end of the semester. Story on Page 12.

Summaries of the five leading Democratic Presidential candidates' positions on issues relating to higher education will be found on Page 15.

A panel of the National Institute of Education will review the institute's procedures for awarding contracts, following criticism of a $7.7-million contract with Harvard University. Story on Page 17.

Disparities in salaries paid to new assistant professors in different disciplines are facts of academic life to which many faculty members are resigned. Story on Page 27.

Track coaches are disgruntled about the N.C.A.A.'s decision last year to limit the number of competitors in indoor track and field championships. Story on Page 31.

Israel can expect a significant shortage of engineers, physicists, and other natural scientists over the next decade, according to a government report. Story on Page 33.

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Supreme Court Rules Anti-Sex-Bias Law Covers Only College Programs that Get Direct U.S. Aid

Sports scholarships may still be covered by Title IX, NCAA cautions members

By N. SCOTT VANCE

WASHINGTON

Officials of the National Collegiate Athletic Association last week cautioned its members against assuming that a new Supreme Court ruling exempts athletic programs from a federal law barring sex bias.

In fact, athletic scholarships are probably still covered by the law, one lawyer for the association said.

In a case involving Grove City College, the Court ruled 6 to 3 that the receipt of federal aid by one department at an institution did not bring all of that institution's programs under the jurisdiction of Title IX of the Education Amendments of 1972. Title IX bars discrimination in "any education program or activity receiving federal financial assistance."

At Grove City, the Court said, only the student-aid office was subject to Title IX because student assistance was the only federal aid the college received.

Effect on Scholarships

The ruling appears to mean that only those athletic programs that receive federal aid are subject to Title IX, N.C.A.A. officials said. But, they emphasized, exactly what constitutes such aid has yet to be determined by the courts. As a result, they said, colleges should not simply assume that their sports programs are not covered by the law.

In addition, William D. Kramer, a Washington lawyer for the N.C.A.A., said the ruling appeared to leave athletic-scholarship programs firmly under the jurisdiction of Title IX, because the association requires that all sports scholarships be administered as part of a college's overall financial-aid program. He said the ruling

Continued on Page 26, Column 1

WIDE WORLD

Justice Byron R. White wrote the Court's majority opinion in the Grove City College case.

Lawmakers move to clarify intent of Congress to construe law broadly

By CHERYL M. FIELDS

WASHINGTON

An entire college is not subject to a law barring sex bias in education just because one of its programs receives federal dollars, the Supreme Court ruled last week.

Women's groups attacked the decision as a stunning setback for equal educational opportunity, because the Court held that only a program receiving federal aid was covered by the law.

Some lawmakers introduced legislation late last week to amend Title IX of the Education Amendments of 1972 to make it clear that Congress intended the law to be applied more broadly than the Supreme Court decided.

Without such legislation, the decision would "cut the guts out of Title IX" and could halt the progress that women have made under the law in admissions, athletics, freedom from sexual harassment, and other areas, one women's-rights leader said.

However, Sheldon E. Steinbach, general counsel of the American Council on Education, said he thought the decision would have a "minimal impact" on campuses. "It will not be seen as an opportunity to roll back the substantial progress that has been made in achieving equality. The law has been absorbed into the manner in which higher education does business. This is not going to be turned back by a technical decision," he said.

The case involved Grove City College, a

Continued on Page 19, Column 1

The texts of the four Supreme Court opinions issued last week in the case of *Grove City College* v. *Bell* begin on Page 19.

High Court Backs Right of Disabled to Sue Employers

By DONNA ENGELGAU

WASHINGTON

The Supreme Court ruled unanimously last week that a disputed section of the Rehabilitation Act of 1973 prohibits an employer who receives federal funds from discriminating against handicapped employees, even if providing jobs to such persons was not the main purpose of the government's expenditure. Organizations representing the handicapped called the decision a significant victory.

Federal circuit courts of appeal had split

Continued on Page 26, Column 4

TIAA-CREF Reverses Its Position, Will Offer 'Cashable' Annuities

By ROBERT L. JACOBSON

A new pension plan that will allow college and university participants to withdraw up to the full cash value of their accounts at retirement—or whenever they leave their institutions—will be offered next fall by the Teachers Insurance and Annuity Association and the College Retirement Equities Fund.

The plan, referred to as a "cashable group annuity," represents a fundamental change for the two companies. In the past, citing the principle that retired educators should not be able to outlive their pensions, officials of T.I.A.A. and C.R.E.F. repeatedly rejected proposals to let participants trade in their annuity contracts for cash or even for tax-free "rollovers" into other retirement accounts.

They still do not recommend such an approach, said John J. McCormack, Jr., executive vice-president of the companies, in an interview last week. But he said the companies' boards of trustees had approved the new plan so it could be offered

Continued on Page 30, Column 1

A national commission on college retirement has been established by four foundations. Story on Page 27.

A Clue to Simian AIDS

UNIVERSITY OF CALIFORNIA AT DAVIS

Researchers have isolated a virus that may be causing AIDS in rhesus monkeys (above). Story on Page 5.

Big Jump in Computer-Related Majors Worries MIT

By NINA McCAIN

CAMBRIDGE, MASS.

A dramatic expansion in the number of students majoring in electrical engineering and computer science at the Massachusetts Institute of Technology has strained faculty resources and threatens to upset the academic balance of the institution, according to a faculty committee.

The institute's committee on educational policy warned that the doubling of undergraduate enrollment in the department of electrical engineering and computer science in the last decade "seriously jeopardizes the intellectual balance at M.I.T., and the diversity of interests within the group of students who choose to study here."

Last December the M.I.T. faculty rejected two proposals for limiting enrollment in the department, but it is continuing to search for a solution.

While there is general agreement that unchecked expansion of the department would ultimately threaten the character of M.I.T., attempts to limit enrollment—either before students are admitted as freshmen or at the end of their first year, when they select their majors—run counter to M.I.T.'s long-standing policy of allowing students absolute freedom in choosing their majors.

Currently, almost one-third of the institute's 3,296 sophomores, juniors, and seniors are majoring in electrical engineering and computer science. Of this year's 1,165 sophomores, 380 are majoring in the field, and the policy committee's report predicts that the number of majors could reach from 450 to 500 per sophomore class in the next several years.

The department, which has about 110 faculty members and 600 graduate students, regards 250 undergraduates per class as the optimum number. "Quality of life is the paramount issue," said Joel Moses, the department's chairman. "We have to get back to balance."

Mr. Moses said the pressure resulting from the popularity of the department had cut into faculty research and the development of textbooks, and affected the quality of both graduate and undergraduate teaching.

Stiffer Admissions Standards

He added that the department preferred one of two options presented by the educational policy committee, under which high-school seniors applying to M.I.T. would be required to say whether they planned to major in computer science. Those who did would face stiffer admissions requirements than other applicants.

The other option would require freshmen who wish to major in electrical engineering and computer science to apply, take an examination, and undergo an evaluation process before being admitted to the department in their sophomore year.

During the debate over the proposals, faculty members said the pre-admission screening would create two classes of applicants—one consisting of an "elite" going into computer science and the other consisting of everybody else. Those opposed to the second option, which would evaluate applicants at the end of their first year, said it would place too much pressure on freshmen.

Underused Departments

Arthur C. Smith, chairman of the committee on educational policy and a member of the electrical engineering department, said the committee did not like either option but had been persuaded that some action must be taken, for the health of both the department and the institute as a whole.

The present imbalance leaves other "world-class" departments and faculty members underused, Mr. Smith said. He noted, for instance, that there were only 36 sophomores majoring in mathematics this year and only 11 in management.

The imbalance has also had an unfortunate impact on students, he said.

"In a community where you live together and work together, if, on the average, everybody you meet has the same interests, that's a narrow education."

Mr. Smith said the faculty had rejected both of the committee's proposed solutions because most members felt it was too late to change the rules for next fall's freshman class. He said they wanted more time to make such an important decision. Either option would represent "a major departure for M.I.T.," he said.

At a meeting this month, the committee plans to recommend interim steps to improve advising for students and to make other majors more attractive that might produce a modest increase in the number of students choosing other fields, Mr. Smith said. In addition, some faculty members in other fields may be recruited to help share the teaching load in electrical engieering and computer science, he said.

If none of those measures work, Mr. Smith said, the faculty would be forced to take some more drastic action next fall.

In the long term, the educational policy committee's report said, one solution to the problem would be to "aggressively work to broaden M.I.T.'s image."

"This may mean examining the effects that M.I.T.'s admission requirements, selection criteria, and perhaps even the freshman-year core science requirements have on the diversity of our pool of applicants."

comes of $20,000 a year, starting at age 80.

Provost Albert H. Hastorf said the university would assist needy retired professors on an individual basis.

Ousted Graduate Dean Sues U. of Nevada at Las Vegas

The dean of the graduate college at the University of Nevada at Las Vegas has filed suit in federal court against several university officials, charging that a plan to remove him from his position violated his constitutional rights.

Last year, James F. Adams was issued a terminal contract, ending in June, 1984. Mr. Adams, who is a tenured professor of psychology, said his ouster had resulted from his outspokenness about changes the board of regents made in a university code.

In his suit, Mr. Adams seeks a preliminary injunction barring his removal as dean, as well as more than $50,000 in damages.

Name Changes

The New York State Board of Regents has voted to change the name of the Clarkson College of Technology to Clarkson University, effectively immediately. . . . Biscayne College has changed its name to St. Thomas of Villanova University, the name it had before moving from Havana, Cuba, to Miami in 1961.

Correction

In a Fact File on average faculty salaries by rank in selected fields (*The Chronicle*, February 29), the headlines for public and private institutions were transposed. The figures cited in the accompanying article were correct.

N.H. Primary Winners: Hart and . . . Who?

HANOVER, N.H.

When the votes were counted and the political pundits had had their say, the big winners in last week's New Hampshire primary were Gary Hart and Tom Christie.

Mr. Hart won the election, taking 40 per cent of the vote in an upset. And by keeping his faith in the Senator from Colorado, Mr. Christie—a first-year graduate student at Dartmouth College—doubled his money in a business-school game in which students bought and sold shares in the Democratic candidates.

Called "The New Hampshire Primary Market," the game was developed by first-year students at Dartmouth's Amos Tuck School of Business Administration. In the two weeks before the primary, the 200 participants were allowed to buy and sell shares in the candidates, who were assessed point values based on what percentage of the vote they were expected to get. Each percentage point was worth a penny, with players buying and selling as new estimates and poll results were released.

Thus, while prognosticators scrutinized the primary results for their political significance last Tuesday night, Tuck students gathered around a large television set in their dormitory to tally their winnings and losses.

Mr. Christie attributed his windfall—doubling a $50 investment—to "a little bit of luck and a little bit of gut feeling." Shares in Mr. Hart were selling for 6 cents each before the Iowa primary, he reported, but increased in worth as the New Hampshire contest drew closer. On the day of the primary, Mr. Christie said, he bought up several hundred shares in the surging candidate, though "some people thought I was crazy."

PHOTOGRAPH FOR THE CHRONICLE BY STUART BRATESMAN

Ed Le Clair runs the "big board" in Dartmouth's "New Hampshire Primary Game."

When Mr. Hart took 40 per cent of the vote, Mr. Christie shared in the victory.

While offering a lesson in finance, the game whipped up interest in a contest that might have been virtually ignored at Tuck, according to students involved. "Most of the school probably is Republican," said first-year student and organizer Kate Wiley. "Initially people didn't want to play, to even be associated with George McGovern by holding a ticket of his, but when they saw that the lure was the stock market, they jumped in."

As for Mr. Christie, he'll have to wait until later in the month to put his vote where his money is. He is registered in Massachusetts, and he said he plans to vote for Mr. Hart in the March 13 primary.

—SCOTT HELLER

Notes on . . .

Teacher Education

"Wanted: Mid-career professionals with strong, quantitative backgrounds, maturity, and a love for kids to work as secondary-school mathematics and science teachers. Compensation: a graduate degree, teacher certification, and an opportunity to become a secondary classroom teacher with a salary under $20,000."

This "advertisement," drafted by Katherine K. Merseth for a brief report on Harvard University's new Midcareer Math and Science Program, has brought inquiries from 300 engineers, scientists, and other professionals who are interested in becoming teachers.

Under the Harvard program, which began last fall in the Graduate School of Education, professionals ranging from age 35 to 60 who complete a special one-year curriculum will receive a master's degree and be certified to teach mathematics and science in junior and senior high schools.

Only six students were enrolled for this "pilot" year, says Ms. Merseth, the program's director, but 15 will be admitted next year. After that, she says, the program, which is "heavy in field experience," will be limited to 25 students each year.

The school of education, which developed the program to help alleviate the shortage of mathematics and science teachers, designed the curriculum to attract "folks who have used math and science in their professions and who do not have the same financial constraints as young people," Ms. Merseth says. "When you are 60," she points out, "you probably have a good pension plan from a corporation, the mortgage may be paid, and your spouse may be working. You have more financial flexibility."

Ms. Merseth hopes other institutions will develop similar programs. "Clearly, Harvard can't solve the entire math- and science-teacher problem. But if 20 institutions train 15 teachers a year, that will help."

■

In certifying teachers, states have usually assumed that a college program that includes general and professional education, a certain number of courses in a specific discipline, and practice teaching will produce a competent classroom teacher. However, say two administrators at East Carolina University's School of Education, "no empirical research" supports this view.

To see "if it really makes any difference whether a teacher is certified in a field or not," Charles R. Coble, acting dean, and Parmalee P. Hawk, assistant dean, are conducting a study among 40 mathematics teachers and 1,400 students in grades 6 to 12. All the teachers, from schools in northeastern North Carolina, are certified to teach some subject, but only half are certified in math.

If the study finds that teachers working "in-field" are no more knowledgeable than those working "out-of-field," or that there is no difference in what students learn, "then educators and legislators may need to reevaluate certification requirements," say the two administrators.

—BEVERLY T. WATKINS

Faculty Pay Increases 6 Pct. in Year; Average Tops $28,000

By JEAN EVANGELAUF

Faculty salaries are about 6 per cent higher this year, according to a survey conducted for *The Chronicle*.

If present trends continue, that means that salaries would outpace inflation for the second straight year. The rate of inflation for the 12 months ending January 31, 1984, was 4.1 per cent.

Last year the survey showed a gain of 7.6 per cent over the 1981-82 figure. That early result was roughly comparable to the 6.9-per-cent increase that the National Center for Education Statistics reported last fall. The inflation rate for the 12 months ending August 31, 1983, was 2.6 per cent.

The *Chronicle* survey is based on responses from a sample of individual faculty members. The N.C.E.S. data are based on reports from institutions.

This year's survey found that the average faculty member is making $28,040, based on a nine-month contract, or 6.1 per cent more than last year.

Full professors earn an average of $34,730, associate professors $26,523, and assistant professors $21,965. The $28,040 figure is the weighted average of the salaries of those three ranks, plus instructors.

The "confidence interval" for that average is $424, which means that there is a 95-per-cent probability that the estimated average varies from the true average of the sample population by no more than plus or minus $424.

The data are based on responses of 2,100 full-time faculty members who offered courses in the fall of 1983.

The salary statistics are weighted to reflect the proportion of faculty members in the discipline groups at all types of institutions except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students.

The figures are base salaries, and do not include fringe benefits or the value of contributed services.

The survey was conducted for *The Chronicle* by John Minter Associates, a research firm in Boulder, Colo.

CHRONICLE SURVEY

Estimated Faculty Salaries for 1983-84

By type of institution

Public institutions	Ph.D.-granting		Comprehensive *		2-year		Total	
	Average (a)	Increase (b)	Average (a)	Increase (b)	Average (a)	Increase (b)	Average (a)	Increase (b)
Professor	$38,521	5.7%	$34,096	5.0%	$30,606	5.1%	$35,680	5.3%
Associate professor	29,037	6.0%	27,275	5.1%	27,193	6.1%	28,011	5.7%
Assistant professor	24,779	6.4%	22,523	6.5%	22,578	5.2%	23,328	6.1%
All ranks (c)	32,429	5.8%	28,646	5.3%	25,981	5.5%	29,556	5.6%

Private institutions	Ph.D.-granting		Comprehensive *		Bachelor's only		Total	
	Average (a)	Increase (b)	Average (a)	Increase (b)	Average (a)	Increase (b)	Average (a)	Increase (b)
Professor	$43,522	6.6%	$30,492	5.7%	$29,331	7.2%	$33,647	6.5%
Associate professor	30,109	6.7%	25,026	7.0%	22,165	7.6%	24,772	7.1%
Assistant professor	24,945	8.8%	20,946	5.5%	19,163	7.2%	20,291	7.0%
All ranks (c)	34,417	7.1%	25,630	6.1%	22,875	7.3%	26,340	6.8%

By academic discipline

	Public institutions: All but 2-year		Public institutions: 2-year		Public institutions: Total		Private institutions: All but 2-year		All institutions: Public and private	
	Average (a)	Increase (b)	Average (a)	Increase (b)	Average (a)	Increase (b)	Average (a)	Increase (b)	Average (a)	Increase (b)
Arts, fine and applied										
Professor	$34,076	5.6%	—	—	$33,169	5.6%	$30,909	3.7%	$31,732	6.3%
Associate professor	26,344	5.6%	$28,002	5.6%	26,703	5.6%	27,619	5.5%	27,038	6.7%
Assistant professor	21,734	7.8%	—	—	22,610	7.1%	—	—	20,907	7.2%
All ranks (c)	28,102	5.9%	26,071	5.2%	27,646	5.8%	25,207	7.2%	26,189	6.6%
Business and economics										
Professor	38,884	3.9%	31,258	4.6%	37,073	4.0%	38,416	5.4%	36,175	4.7%
Associate professor	31,412	7.2%	26,367	8.8%	30,525	7.4%	28,800	6.4%	28,889	7.1%
Assistant professor	27,046	6.6%	21,196	3.9%	25,257	5.9%	23,333	7.3%	24,212	6.4%
All ranks (c)	32,652	5.5%	25,323	5.2%	30,495	5.4%	27,041	6.4%	29,020	5.8%
Engineering (d)										
Professor	41,108	7.1%	—	—	40,567	7.1%	42,524	8.5%	40,929	7.5%
Associate professor	32,964	10.0%	28,029	6.6%	31,498	9.0%	33,112	7.7%	31,920	8.7%
Assistant professor	29,041	5.8%	23,600	7.4%	27,983	6.1%	28,313	9.9%	27,697	7.2%
All ranks (c)	36,787	7.2%	26,340	7.5%	35,015	7.2%	36,282	8.6%	35,391	7.6%
Humanities (e)										
Professor	35,453	6.3%	30,876	4.9%	34,517	6.0%	33,217	6.0%	33,568	6.1%
Associate professor	27,169	4.7%	26,952	7.5%	27,131	5.1%	23,987	7.6%	24,821	6.2%
Assistant professor	20,545	5.0%	23,364	5.9%	21,365	5.3%	21,074	6.1%	20,456	6.8%
All ranks (c)	29,226	5.6%	26,142	5.3%	28,457	5.6%	26,083	6.7%	27,112	6.2%
Physical education										
Professor	33,966	4.4%	35,469	6.0%	34,228	4.6%	28,828	2.4%	31,672	4.6%
Associate professor	27,590	3.7%	27,532	8.3%	27,578	4.5%	24,179	6.8%	24,516	5.5%
Assistant professor	23,663	5.5%	22,752	6.0%	23,500	5.6%	22,049	7.3%	22,306	6.2%
All ranks (c)	27,820	4.4%	28,487	6.0%	27,983	4.8%	21,948	6.6%	25,151	5.5%
Science and mathematics										
Professor	37,513	5.9%	29,861	5.1%	36,494	5.8%	38,378	6.7%	35,631	5.9%
Associate professor	28,282	4.7%	26,555	5.4%	27,996	4.7%	26,183	5.8%	26,055	5.8%
Assistant professor	22,532	5.8%	21,219	7.4%	22,300	6.1%	20,964	6.6%	21,182	6.4%
All ranks (c)	31,339	5.4%	25,668	5.9%	30,275	5.5%	26,902	6.5%	28,720	6.0%
Social sciences										
Professor	35,091	4.3%	31,812	3.1%	34,788	4.2%	38,066	6.6%	34,182	5.2%
Associate professor	27,005	5.1%	25,570	4.2%	26,885	5.0%	25,772	6.6%	25,475	5.8%
Assistant professor	22,657	7.8%	20,920	4.5%	22,396	7.3%	23,346	5.7%	21,363	6.4%
All ranks (c)	29,974	5.0%	26,575	3.7%	29,560	4.9%	26,086	6.5%	27,892	5.6%
Vocational education (f)										
Professor	33,443	4.5%	27,284	9.6%	32,168	5.4%	—	—	32,482	5.4%
Associate professor	30,016	5.9%	27,891	4.7%	29,019	5.4%	30,324	7.0%	29,004	5.9%
Assistant professor	22,426	6.6%	23,089	3.1%	22,605	5.6%	21,101	7.6%	21,942	6.2%
All ranks (c)	27,611	5.5%	25,186	5.9%	26,596	5.7%	24,891	6.9%	26,173	6.0%

* Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.

(a) Salary figures for faculty members employed on other than nine-month contracts are adjusted to a nine-month basis. Salary data include base salary only. They do not include fringe benefits or the value of contributed services.

(b) Increase of average salary for 1983-84 over average for 1982-83.

(c) Includes instructors.

(d) Includes computer science.

(e) Includes language, literature, and communications.

(f) Includes home economics, health, and nursing.

— Insufficient data.

Note: Survey data are based on responses of 2,100 faculty members who offered courses in the fall of 1983. A random sample was drawn from faculty lists that were revised on October 1, 1983.

Data are weighted to represent faculty members at colleges and universities of all types except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students. Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

NEW FROM
JOSSEY BASS

Jane Srygley Mouton and Robert R. Blake

SYNERGOGY

A New Strategy for Education, Training, and Development

Complaints of poor product quality, low worker motivation, and decreased productivity—as well as students leaving schools and colleges ill prepared to enter today's demanding work environment—have led to a renewed emphasis on quality and the pursuit of excellence. Yet despite the increasing attention being devoted to education and training, the results often fall short. Why? It's not that professionals in education aren't trying hard enough, Mouton and Blake argue. The problem lies in the weaknesses inherent in traditional approaches to education. What is needed is a new approach that improves on the traditional pedagogical model, in which students are often passive and unmotivated, and on more recent andragogic methods, which can lack direction.

Synergogy (or working together for shared teaching, from the Greek words *synergos* and *agogus*) is a new model of education and training that enhances motivation, learning, and retention. It builds on the best features of pedagogy and andragogy while avoiding the limitations of each—and its has been tested and refined for over twenty years in colleges and universities and in major corporations across the country. It has been used successfully to teach factual knowledge, such as technical material, scientific principles, laws, and regulations; to train people in skills of all types, conceptual, interpersonal, and manual; and to develop improved attitudes, values, and interpersonal functioning.

In this new book, Mouton and Blake provide a comprehensive explanation of synergogy's principles, methods, and applications. They provide sample instructional materials, tests, charts, examples, and other resources to give step-by-step information on every aspect of using synergogy in educational and business settings.

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